



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the  
South Carolina Academic Standards for English Language Arts 2008  
Grades 9-10**

Reading Standards for Literature	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Key Ideas and Details</b>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>E1-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E1-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences. <b>E2-1.1</b> Compare/contrast ideas within and across literary texts to make inferences. <b>E2-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.	
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>5-1.6</b> Analyze the details that support the expression of the main idea in a given literary text. <b>7-1.6</b> Analyze a given literary <b>text</b> to determine its <b>theme</b> <b>8-1.4</b> Analyze a given literary <b>text</b> to determine its <b>theme</b> . <b>E1-1.4</b> Analyze the relationship among character, plot, conflict, and theme in a given literary text. <b>E2-1.4</b> Analyze the relationship among character, plot, conflict, and theme in a given literary text	
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<b>E1-1.4</b> Analyze the relationship among character, plot, conflict, and theme in a given literary text. <b>E2-1.4</b> Analyze the relationship among character, plot, conflict, and theme in a given literary text.	

Craft and Structure		
4. Determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<p><b>4-1.6</b> Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p><b>8-3.1</b> Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p> <p><b>E1-1.5</b> Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p> <p><b>E2-1.5</b> Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p><b>E1-1.5</b> Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p> <p><b>E2-1.5</b> Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p><b>E1-1.2</b> Analyze the impact of point of view on literary texts.</p> <p><b>E2-1.2</b> Analyze the impact of point of view on literary texts.</p> <p><b>E2-1.5</b> Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	
Integration of Knowledge and Ideas		
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's —Musée des Beaux Arts and Breughel's <i>Landscape with the Fall of Icarus</i> ).	<p><b>6-1.6</b> Compare/contrast main ideas within and across literary texts.</p> <p><b>E1-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E2-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p>	
8. (Not applicable to literature)	NA	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p><b>E1-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E1-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.</p>	

	<p><b>E2-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E2-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.</p>	
<b>Range of Reading and Text Complexity</b>		
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band independently and proficiently.	<p><b>E1-1.8</b> Read independently for extended periods of time for pleasure.</p> <p><b>E2-1.8</b> Read independently for extended periods of time for pleasure.</p> <p><b>E1-2.8</b> Read independently for extended periods of time to gain information.</p> <p><b>E1-2.8</b> Read independently for extended periods of time to gain information.</p>	
<b>Reading Standards for Informational Text</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Key Ideas and Details</b>		
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>E1-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E1-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.</p> <p><b>E1-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).</p> <p><b>E2-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E2-2.2</b> Compare/contrast information within and across texts to draw conclusions and make inferences.</p> <p><b>E2-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).</p>	
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>5-2.1</b> Summarize the central idea and supporting evidence of a given informational text.	

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	7-2.1 Analyze central ideas within and across informational texts.	
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text and analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words. E1-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions). E2-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).	
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	This standard was not previously included in the SC standards.	
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	This standard was not previously included in the SC standards.	
<b>Integration of Knowledge and Ideas</b>		
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	E1-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories). E2-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).	
8. Delineate and evaluate the argument and claims in a text, assessing whether the reasoning is relevant and sufficient; identify false statements and fallacious reasoning.	E1-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions). E2-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).	

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	This standard was not previously included in the SC standards.	
<b>Range of Reading and Text Complexity</b>		
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.	<b>E1-1.8</b> Read independently for extended periods of time for pleasure. <b>E1-2.8</b> Read independently for extended periods of time to gain information. <b>E2-1.8</b> Read independently for extended periods of time for pleasure. <b>E1-2.8</b> Read independently for extended periods of time to gain information.	
<b>Writing Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Text Types and Purposes</b>		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	<b>E1-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). <b>E1-5.4</b> Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts). <b>E2-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). <b>E2-5.4</b> Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).	

<p>counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>E1-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E1-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E1-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E1-5.1</b> Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p><b>E1-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>E1-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p> <p><b>E2-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E2-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E2-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E2-5.1</b> Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.</p> <p><b>E2-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p> <p><b>E2-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p>	

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>E1-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E1-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E1-5.2</b> Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.</p> <p><b>E2-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p> <p><b>E2-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.</p> <p><b>E2-5.2</b> Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.</p>	
<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>E1-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E1-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p> <p><b>E2-4.3</b> Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).</p> <p><b>E2-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.</p>	

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>	<p><b>E1-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.  <b>E1-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.  <b>E1-4.6</b> Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught.  <b>E2-4.1</b> Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.  <b>E2-4.5</b> Revise writing to improve clarity, tone, voice, content, and the development of ideas.  <b>E2-4.6</b> Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.</p>	
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>This standard was not previously included in the SC standards.</b></p>	
<p align="center"><b>Research to Build and Present Knowledge</b></p>		
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>E1-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.  <b>E2-6.8</b> Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.</p>	
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>E1-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.  <b>E1-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.  <b>E1-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.  <b>E1-6.7</b> Use a variety of print and electronic reference materials.  <b>E2-6.2</b> Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.</p>	



	<p><b>E2-6.3</b> Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.</p> <p><b>E2-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.</p> <p><b>E2-6.7</b> Use a variety of print and electronic reference materials</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is the relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>E1-1.1</b> Compare/contrast ideas within and across literary texts to make inferences.</p> <p><b>E1-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E1-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E1-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).</p> <p><b>E2-1.1</b> Compare/contrast ideas within and across literary texts to make inferences.</p> <p><b>E2-1.7</b> Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).</p> <p><b>E2-2.1</b> Compare/contrast theses within and across informational texts.</p> <p><b>E2-2.3</b> Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).</p>	
<b>Range of Writing</b>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>This standard was not previously included in the SC standards.</b></p>	

Speaking and Listening Standards	Where Reflected in the 2008 SC ELA Standards and Indicators	CCSS Cognitive Level
<b>Comprehension and Collaboration</b>		
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>This standard was not previously included in the SC standards.</p>	
<p>2. Integrate multiple sources of information presented in diverse media formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>This standard was not previously included in the SC standards.</p>	
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted</p>	<p>This standard was not previously included in the SC standards.</p>	

evidence.		
<b>Presentation of Knowledge and Ideas</b>		
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>E1-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose. <b>E1-6.5</b> Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>E1-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. <b>E1-6.7</b> Use a variety of print and electronic reference materials. <b>E2-6.6</b> Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations. <b>E2-6.7</b> Use a variety of print and electronic reference materials.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)	<b>E1-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. <b>E2-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	
<b>Language Standards</b>	<b>Where Reflected in the 2008 SC ELA Standards and Indicators</b>	<b>CCSS Cognitive Level</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	<b>6-4.4</b> Use grammatical conventions of written Standard American English, including main and subordinate clauses.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related	<b>5-4.6</b> Edit for the correct use of written Standard American English, Including capitalization, punctuation - colons and spelling. <b>6-4.6</b> Edit for the correct use of written Standard American English, including punctuation –semicolons and spelling.	

independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.		
<b>Knowledge of Language</b>		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices form meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.	E1-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. E1-4.6 Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught. E2-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. E2-4.6 Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught.	
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	5-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information. E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words. E1-3.3 Interpret euphemisms and connotations of words to understand the meaning of a given text. E1-6.7 Use a variety of print and electronic reference materials. E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words. E2-3.3 Interpret euphemisms and the connotations of words to understand the meaning of a given text. E2-6.7 Use a variety of print and electronic reference materials.	

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>6-3.4</b> Distinguish between the denotation and the connotation of a given word.</p> <p><b>E1-1.3</b> Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).</p> <p><b>E2-1.3</b> Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).</p>	
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>E1-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p> <p><b>E2-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</p>	